

# North Lincolnshire Council

## Adult Community Learning

Inspection dates		19–22 March 2013
Overall effectiveness	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Success rates leading to qualifications are good. Learners' achievement of the main learning aims for non-accredited learning programmes are good.
- Learners make good gains in their understanding and application of English and mathematical skills. They develop good personal and social skills and make good gains in self-confidence and self-esteem.
- The quality of teaching, learning and assessment is good. Tutors are very supportive of learners and ensure barriers to their achievement are effectively removed.
- Learners receive good quality and useful information and advice.
- Learning takes place in a safe atmosphere that values mutual respect and courtesy between learners and tutors.
- Leadership and management of the provision are good. The provider monitors performance very effectively and improves the quality of the service for all learners.

#### This is not yet an outstanding provider because:

- Success rates for learners following English for speakers of other languages (ESOL) programmes are not consistently high enough.
- Learners' attendance rates require improvement to ensure they are good or better across all programmes.
- The quality of taught sessions is not yet of a consistently high standard and not enough is outstanding.
- Managers' analysis and use of data are not consistently effective enough to allow for comprehensive target-setting that supports improvement strategy monitoring.

## Full report

### What does the provider need to do to improve further?

- Further improve outcomes and the quality of teaching, learning and assessment by:
  - ensuring all tutors use initial assessment results fully to plan activities in taught sessions that engage and challenge all learners to achieve to their full potential
  - making sure that all tutors give adequate time to the setting and monitoring of milestone targets that focus on achievement
  - defining clear learning objectives which are recorded in adequate detail
  - improving session planning so all learners experience activities that further develop their English, mathematics and functional skills
  - making better use of information and learning technology
  - improving attendance rates.
- Maximise learners' opportunities to achieve and improve their employability by raising attendance rates, particularly for ESOL sessions.
- Enhance the effectiveness of leaders and managers through the better analysis and use of data to set a full range of detailed and measurable targets that lead to improvement.
- Further improve the effectiveness of teaching and learning quality-monitoring arrangements through the production of detailed and ambitious action plans for improvement following session observations. Ensure all plans include detailed tutor guidance on how they can improve further.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Outcomes for learners are good. Programme success rates leading to qualifications have improved and are good for most sector areas, including literacy and numeracy. Although ESOL programme rates have not been consistently high enough, qualification pass rates for the current year have improved and are good. Learners' achievement of the main learning aims for non-accredited learning programmes are also good.
- Different groups of learners achieve at a similar rate. However, the rates for the small number of learners aged 16 to 19 have been lower than other groups but show a significantly improving trend. All groups of learners are making good progress at a similar rate and, in comparison to their starting points, are generally making good or better gains in acquiring both skills and knowledge. Overall attendance rates are satisfactory. However, not all learners sufficiently appreciate the importance of attending regularly, with rates for ESOL sessions requiring improvement.
- Learners make good gains in their understanding and application of English and mathematical skills that support further achievement and enrich their personal lives. For example, entry-level literacy learners develop a good appreciation of the correct spelling for the days and months of the year, which gives them the confidence to tackle tasks that are more complex. Learners on mathematics programmes are able to apply effectively their newly acquired skills to calculate the best buys when shopping. Gains in self-esteem are good, with learners particularly proud of the greater assurance they develop in undertaking existing roles, such as parents helping their children with reading and writing or in voluntary capacities, for example, in maintaining simple income and expenditure accounts for voluntary groups.
- Learners develop good personal and social skills through individual and group work in taught sessions that appropriately improves their critical analysis and evaluation skills. For example, learners were able to assess the advantages and disadvantages of different ways for number division and choose the most appropriate method for a range of tasks.

- The accredited course provision meets the needs of the local labour market very effectively by enhancing employability and addressing low levels of literacy and numeracy skills within North Lincolnshire. Learners benefit from clear and well-promoted progression routes that link effectively to the offer made by other providers. Where the provider has evaluated data, progression rates are appropriate to the learner group and good between programme levels, for example in numeracy. However, as identified by managers, the routine collection and analysis of relevant data to inform an effective assessment of the provision's impact on all learners has yet to be fully effective.

<b>The quality of teaching, learning and assessment</b>	Good
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- The quality of teaching, learning and assessment is good, which is reflected in the high number of learners who achieve their learning goals. Learners enjoy the good classroom lessons and are often inspired to achieve to a high standard. For example, learners in the GCSE English class produce very good quality work by making detailed reference to language and structure when comparing poems from different cultures.
- Tutors have a sound understanding of learners' individual and often complex needs and demonstrate a caring and supportive approach that very effectively encourages all learners and raises their aspirations. Learners appreciate this and report that it motivates them to work hard in lessons. Tutors have high expectations of learners and patiently explain topics to help them make good progress. Learners are encouraged to support each other very effectively through class activity that promotes good group collaboration and greater understanding of learners' varied backgrounds.
- Tutors are well qualified in their subjects and use their knowledge and expertise to good effect when planning lessons which are appropriately structured, have clear links to more challenging learning and build on learners' prior knowledge. For example, in a literacy class, learners competently used newly acquired vocabulary to construct simple sentences followed by significantly more complex structures using adverbs and conjunctions. Tutors make good use of questioning to support learners in making connections between word meanings in their language acquisition and in understanding mathematical concepts such as the relationship between fractions, decimals and percentages.
- In the good lessons, learners are effectively challenged and develop useful independent and team-working skills. Many learners significantly improve their confidence and are able to come to the front of the class to write answers on the interactive whiteboard and provide feedback to their peers. Lessons are suitably paced with regular changes of interesting activities that promote sustained learner concentration. In these lessons, tutors make good use of information and learning technology. For example, in a mathematics workshop learners watched a video clip to count cars in order to produce a tally chart, and ESOL learners utilised the 'drop and drag' facility to sequence the months of the year.
- Lesson planning requires further development to ensure that all activities are appropriately organised to meet individual learners' needs. Initial assessment is thorough. However, tutors do not always use the results of this process effectively to plan learning that engages and challenges all learners. In the less effective sessions, planning is weaker, with tutors placing an over-reliance on learners completing worksheets that they often find monotonous, and do not include enough variety of interactive activities, including the use of information and learning technology, which results in a loss of learner concentration and successful task completion.
- Learners receive constructive oral feedback in class that highlights how they can improve. Their written work is appropriately marked with helpful comments on further areas for development. Learners generally know what they have done correctly and how they need to improve.
- Learners are set appropriate short-term targets to individualise their learning and against which they and their tutor can accurately measure progress. Tutors are good at assessing learners' progress in lessons. However, the detailed recording of assessment in the individual learning plans is not always effective. Progress often relates to the completion of a task rather than the

learning that underpins the activities and insufficient use is made of target milestones to aid learners' progress. Learners do not always receive enough time in all lessons to reflect on their learning and the recording of the outcome from this process is not always sufficiently detailed.

- Learners' development of their English, mathematics and functional skills is good. Tutors identify and use unplanned opportunities for improvements when they arise in lessons, such as ensuring the correct spelling of terminology in mathematics lessons, or for numeracy development in English. However, tutors do not routinely ensure that planned opportunities always occur in their lessons to raise learners' understanding.
- Learners receive good and clear information and advice on their learning programmes. Additional learning support is accessible to learners if they have a need, and tutors provide good in-class support which effectively supports learners' progress.
- All learning takes place in a safe atmosphere of mutual respect and courtesy between learners and tutors. Learners have an appropriate understanding of equality and diversity. However, not all tutors effectively use teaching materials and activities to promote a wider appreciation.

### **The effectiveness of leadership and management**

**Good**

- Leadership and management of the provision have improved since the previous inspection and are now good. Senior officers and elected members of the council take a close interest in the service and provide relevant governance and challenge that supports improvement leading to high standards for all learners. The service makes a good contribution to the council's attempts to reduce the number of young people not in education, employment or training and improve the socio-economic well-being of families.
- The recent management restructure was efficiently managed. Accountability and roles are now clearer and staff are encouraged to take on greater responsibility. Communication with the widely geographically dispersed and largely part-time tutor workforce is good and helps all staff understand their contribution to developing and improving the provision.
- Managers very effectively use good performance-management arrangements to monitor and improve the quality of the service and outcomes for all learners. Programme success rates and learner feedback are discussed with tutors and curriculum development managers at regular meetings, which supports effective monitoring and improvement actions. Staff receive annual appraisals which are increasingly supported by useful data reports. The improvements within the service since the previous inspection have been significant.
- Curriculum planning and management are good. Highly skilled and experienced tutors provide good training for learners. Managers have made good investment in accommodation and training resources which are of a high standard. All learning venues are welcoming, comfortable and well equipped.
- Managers collect a wealth of data about the provision to monitor its effectiveness. However, the insufficient analysis and use of available data hampers managers' ability to set accurately a full range of specific and measurable targets to gauge the effectiveness of all improvement strategies.
- Managers regularly assess the quality of taught sessions through direct observation and effectively use the results to raise standards. Systems for the observation of teaching and learning focus appropriately on the learning taking place and link to improvements using staff training and performance review. Although managers clearly identify strong aspects of teaching, the resulting action plans are too brief and give insufficient information to tutors on how to improve further.
- Leaders and managers have a good understanding of the provision's quality and rightly prioritise improvement actions that have the greatest impact on learning. Staff involvement in self-assessment is good and the views of learners and stakeholders are appropriately considered as part of the process. Self-assessment grades are accurate, with the associated report identifying most of the findings of inspectors.

- The provider is very responsive to the needs of the local community by providing education and training for people in areas of socio-economic deprivation, high unemployment and rural isolation. Measures to promote social inclusion are good. The service has given careful consideration to the timing, location and duration of programmes to maximise participation.
- Partnership working is strong and effective in improving access to education and training, particularly in rural areas. Joint working with North Lindsey College and other providers has led to the publication of a joint prospectus and reduced duplication in provision. Managers have made good use of partnership links to introduce training and employability-focused programmes that successfully support learners to improve their self-esteem and help them to progress. The high expectations set by managers for programme quality and the individual learners' experience has made a good contribution to the programmes' success.
- The provider successfully promotes learners' understanding of equality and diversity. Staff and managers tackle bullying and discrimination issues effectively and ensure that learners have a good awareness of their rights and responsibilities. Managers carefully monitor the relative achievement rates of different groups of learners. They have successfully reduced the achievement gaps between different sets who generally achieve at a similar rate.
- The provider meets its statutory requirements for safeguarding learners who are appropriately protected. Staff have a good understanding of safeguarding issues. Policies and procedures for the protection of vulnerable adults are clear and appropriate, and managers use them very effectively to protect all learners.

## Record of Main Findings (RMF)

<b>North Lincolnshire Council Adult Community Learning</b>		
<b>Inspection grades are based on a provider's performance:</b> 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>19+ Learning programmes</b>
<b>Overall effectiveness</b>	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

<b>Subject area graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Foundation English and mathematics</b>	2
<b>English for speakers of other languages</b>	2

## Provider details

<b>North Lincolnshire Council Adult Community Learning</b>	
<b>Type of provider</b>	Local authority
<b>Age range of learners</b>	19+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 0
	Part-time: 2,256
<b>Assistant Director</b>	Helen Rowe
<b>Date of previous inspection</b>	March 2011
<b>Website address</b>	www.northlincs.gov.uk

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>								
<b>Full-time</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Part-time</b>	13	655	5	465	0	53	0	13
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Number of learners aged 14-16</b>	N/A							
<b>Number of community learners</b>	420							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	N/A							

## Additional socio-economic information

The service offers its provision from three main centres and a range of community venues, including children's centres. The largest urban area is Scunthorpe. Both urban and rural provision are planned to offer programmes across the geographical area covered by the service, with specific emphasis on addressing wards with the highest deprivation. The population is predominantly White British but has a growing migrant population. The area includes wards where the level of literacy and numeracy skills is particularly low.

## Information about this inspection

<b>Lead inspector</b>	Nigel Bragg HMI
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Two of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the quality and curriculum manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to collect the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the subject areas listed in the report.



## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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